

THE ROLE OF DRAMA IN FOSTERING CREATIVITY AND INCLUSIVITY IN EDUCATION

FROM THE EDITORIAL COMMITTEE

As we turn the pages of this September 2025 issue of the *HKTDA Quarterly Journal*, we take a moment to reflect on the transformative power of drama education. At the heart of this issue is a comprehensive review of the *HKTDA Annual Performance 2025*, a cornerstone event that has shaped our organization's legacy and vision for nearly three decades. This year's performance not only showcased the talents of teacher-performers and pre-service teachers but also exemplified how drama can bridge the gap between pedagogy and creativity.

The Annual Performance, as highlighted in Dr. Tsin Tak Shun's detailed review, was a masterclass in using drama as a teaching tool. Co-designed by Dr. Wong Lai Ping and Dr. Tsin, the production adapted Cao Yu's *Sunrise* into a performance that combined AI technologies with creative drama techniques. Their innovative approach demonstrated how educators can engage students with complex texts in dynamic and interactive ways. Through conventions such as "teacher-in-role" and "hot-seating," teachers learned to embody characters and bring literary works to life, making even challenging texts accessible and enjoyable for students.

What made this year's performance truly remarkable was the mentorship provided by Dr. Wong and Dr. Tsin. Their guidance not only shaped the production but also empowered participating teachers and pre-service educators to explore new dimensions of drama as a pedagogical tool. Under their mentorship, pre-service teachers from the Hong Kong Metropolitan University (HKMU) took on pivotal roles both on stage and behind the scenes. They demonstrated exceptional talent in acting, stage management, and even training children in drama, embodying the principles of inclusivity and care.

This issue also features firsthand reflections from participants, whose personal journeys highlight the profound impact of this mentorship. Ms. Fung Wing Yee Bobo's narrative captures the growth and confidence gained through her role as Cui Xi (翠喜), while Ms. Chan Sze Wan Janette's exploration of her character, 川上小姐, underscores how drama fosters interdisciplinary skills like emotional expression, teamwork, and cultural appreciation. Additionally, Ms. 麥泳茵 (Susan), who played the role of 顧八奶奶 in *Sunrise*, contributes an insightful article that delves into the integration of digital tools and creative teaching strategies in bringing Cao Yu's masterpiece to life. Her reflections on embodying her character, and her exploration of the cultural and literary significance of *Sunrise*, offer invaluable perspectives for educators seeking to use drama to deepen students' appreciation of literature.

We are equally excited to present articles that examine the broader applications of drama in education. Tiffany Lo's insightful piece on supporting students with Autism Spectrum Disorder (ASD) in drama classrooms is a timely contribution, offering practical strategies for creating inclusive learning environments.

Additionally, this issue brings you a review of the musical *Arabian Nights*, directed by Jennifer, the professional drama teacher at her school. The production beautifully illustrates how student-centered performances can cultivate leadership, collaboration, and artistic excellence. Its

emphasis on storytelling reminds us of the timeless role of drama in shaping character, building communities, and inspiring change.

Beyond these highlights, this edition features many activities and initiatives designed to encourage educators to explore drama's transformative potential. Whether you're a seasoned practitioner or new to drama education, we hope the stories, insights, and opportunities shared here will inspire you to participate in the many initiatives offered by HKTDA.

As always, we remain committed to fostering dialogue and sharing resources that empower educators to harness the potential of drama. We invite you to contribute your own stories, research, and reflections to future editions of the journal. Let this platform be a space where voices from all corners of the drama and education community come together to inspire and collaborate.

Thank you for your continued support of the HKTDA and for your dedication to advancing the transformative power of drama in education.

戲劇教育：促進創意與包容

編委會

2025 年 9 月號《香港教師戲劇會季刊》讓我們思考戲劇教育的變革力量。

本期的核心內容是對 2025 年 HKTDA 年度公演的回顧。這場歷史悠久的活動近三十年來塑造了我們機構的傳承與願景。今年的公演不僅展示了教師和準教師的才華，還充分體現了戲劇如何弭平教學法與創意間的鴻溝。

錢德順博士在評論中強調，本會的公演是將戲劇作為教學工具的大課堂。由黃麗萍博士與錢博士共同設計，改編了曹禺的《日出》，融合了人工智能與創意戲劇。他們的創新方法顯示出，教育工作者如何以創意教學策略，吸引學生學習冗長的文本。透過「教師入戲」（teacher-in-role）和「坐熱墊」（hot-seating）等戲劇習式，教師們學會了如何將文學作品情境化，使其變得更具吸引力、更容易理解。

公演的另一亮點，是在黃博士的悉心指導下，讓一批準教師有機會探索戲劇作為教學工具的新維度。來自香港都會大學（HKMU）的準教師們在台前和幕後擔當了關鍵角色。他們展現了卓越的表演才能、舞台管理能力，甚至在訓練兒童戲劇方面也表現出色，充分體現了包容與關愛的原則。

本期還收錄了數篇現職老師和準老師的親身感悟，突顯了這種指導的深遠影響。馮詠儀老師在文章中分享了她透過飾演翠喜一角所獲得的成長與信心，而陳詩韻老師對其角色川上小姐的探索則強調了戲劇如何促進情感表達、團隊合作和文化欣賞等跨學科技能。此外，麥泳茵（Susan）女士飾演《日出》中的顧八奶奶，並撰寫了一篇深入的文章，探討數碼工具與創意教學策略在曹禺經典作品中的融合。她對角色的詮釋以及對《日出》文化和文學意義的探討，為希望利用戲劇加深學生文學欣賞的教育工作者提供了寶貴的見解。

我們同樣欣喜地呈現了一些探討戲劇在教育中廣泛應用的文章。資深戲劇老師盧樂然（Tiffany Lo）撰寫的文章，聚焦於如何在戲劇課堂中支持自閉症譜系障礙（ASD）學生，這是一篇非常及時的文章，為創造包容性學習環境提供了實用的策略。

本期還收錄了由專業戲劇老師 Jennifer 執導的音樂劇《天方夜譚》的評論。該劇製作完美，展示了以學生為中心的演出如何培養領導能力、合作精神和藝術卓越。音樂劇對故事講述的強調，再次提醒我們戲劇在塑造品格、建立社群和啟發變革中的永恆角色。

除了以上亮點，本期還介紹了許多旨在鼓勵教育工作者探索戲劇教育潛力的活動與計劃。無論您是經驗豐富的戲劇教育者，還是剛接觸戲劇教育的新手，我們希望這些故事、見解和機會能啟發您參與 HKTDA 提供的各項活動。

一如既往，我們致力於促進對話、分享資源，協助教育者充分發揮戲劇的潛力。我們誠邀您將自己的故事、研究和心得投稿至本會的期刊，讓這個平台成為來自戲劇與教育社群各個角落的聲音匯聚之地，共同啟發並合作。

感謝您一直以來對 HKTDA 的支持，並與我們一同致力於推動戲劇教育的變革。